



HUMAN RESOURCE TRAINING/ DEVELOPMENT AND ACHIEVING ORGANISATIONAL OBJECTIVES AMONG PRIVATE SECONDARY SCHOOLS IN AKURE METROPOLIS ONDO STATE NIGERIA

Richard Olaniyi Akinyemi
Project Management Department
School of Management Technology
The Federal University of Technology Ondo State Nigeria

Abstract: A well-managed human resource is significant to the achievement of organization objectives. Among; money, machine and men (human resource) and material, men is the factor that determines effective utilization of other factors toward the achievement of organization objectives. This study assessed Human resource management and organizational objectives among private secondary schools in Akure South local Government Area of Ondo state, Nigeria. A survey method was adopted. Questionnaire was used to collect data for the study. The data were analyzed using percentages, mean point value, standard deviation, and Pearson correlation coefficient. The hypotheses were tested with t-test. The survey revealed that there is significance relationship between Human resource management and organizational objectives, this position was upheld because the p value of 0.005 in t-test is less than the significant level of 0.05. The Pearson Product Moment Correlation Coefficient result of -.025 shows a weak negative relationship. In view of the findings of the study, the following were recommended; Private secondary schools should Endeavour to give their teachers study leave to enhance their personal development and growth. This would motivate teachers to be dedicated to their duties toward achieving the objectives of the school.

Keywords: Human resource, Training/Development, Achievement, Objectives.

I. INTRODUCTION

Contemporary economy is changing rapidly. It is characterized by phenomena, such as globalization and deregulation of markets, changing customer demands and increasing competition (Becker and Gerhart, 1996). Most companies' failure to reach their goals in these turbulent and

volatile periods is due to excessive focus on technical problems at the expense of human resources (Cross and Isrealit, 2000). Explaining the impact of human resource management (HRM) activities on organization's performance has dominated discussions and research interest in the last decades (Becker and Huselid, 2006). March and Sutton (1997) stated that explaining organizations' performance variations remain one of the most enduring subjects of study. This has prompted research to be directed towards explaining and understanding of the relationship between human resources management practices and firm performance Rukevwe (2014). All factors of production (Land, Labour, Capital and Entrepreneur) need management, but human factor in any organization, be it profit making or nonprofit making, governmental or non-governmental organizations needs greater attention for such organization to achieve her predetermined goals and stated objectives.

Human Resource Management first emerged as a clearly defined concept in the mid-1980s as a natural development of personnel management. Human Resources are the most critical factor in development. As active agent of production, Human Resources are not only a major cost of doing business, they also determines success of enterprise through the ability to raise, exploit and manipulate other factors/ resources, (Brown, 2004).

The role of human factor cannot be underrated by any means because of the ability of personnel to decide for or against the organizations that employ them. This research work tends to find out Human resource management and achieving organizational objectives among private secondary school in Akure metropolis in Ondo State Nigeria.

Rukevwe (2014) cited in Armstrong and Baron (2002) that People are the assets who create value use for gaining competitive advantage over rivals. People and their



collective skills, abilities and experience, coupled with their ability to deploy these in the interests of the employing organization, are now recognized as making a significant contribution to organizational success and as constituting a significant source of competitive advantage Rukevwe (2014) also cited in Baird and Meshoulam (1988) that “business objectives are accomplished when human resource practices, procedures and systems are developed and implemented based on organizational needs, that is, when a strategic perspective to human resource management is adopted.” An evaluation of the HR function would assist in redesigning the HR function’s role in line with top management’s, expectations, development of new HR competencies and the redesign of HR product and systems (Kelsler 1995).

The efficiency of human resource management in Nigerian Schools is being called to question both within and outside the profession. Many dedicated educationist will fully admit that the school resources are being mismanaged and under-utilized simply because the schools lack or there is shortage of qualified personnel and management resources needed for the improvement of instructions. Consequently, many devoted educationists in all institutions are seriously in demand of dynamic principals who are competent to search for professional growth. This growth coupled with development becomes necessary in order for school administrators to know the rudiments of proper management of school resources. This is because education is an indispensable ingredient of development and a fundamental right of every individual. Also, as a power catalyzing agent, it provides mental, physical, ideological and moral training to individuals, so as to enable them have full consciousness of their purpose in life and equip them to achieve that purpose. (Nakpodia, 2010)

The need for this study is justified because with all the relevant literature I have reviewed in the cause of the study no researcher to the best of my knowledge has looked into Human Resource Management and achieving Organizational among private schools in Akure metropolis . Undoubtedly, it seems obvious that the Human Resources in most of the organizations today are not up to expectation Udofia (2012). This problem is not unconnected to lack of clear cut or well defined recruitment and selection exercise, staff training, personnel planning, promotion, compensation and performance appraisal of workforce. Beside this, the rate of labour turnover is high; most staff that are mobile by the reasons of their skills and academic qualifications frequently change work place. A good number of teachers who are employed by privates Secondary schools often breakaway to establish the schools of their own with little or no facilities that would enhance sound and qualitative education due to poor salary and wages administration. Most of teachers in private schools have no health and safety scheme and other fringes benefits put in place for

them by their employers, thereby creating low sense of belonging on their parts to schools where they work.

In view of the above, this study investigated how the problem of managing the most valued asset in private secondary schools can be tackled with view of effective utilization an HRM functions (staff training)

The following were the question raised and hypothesis generated for the study;

What is the relationship between staff training/development in private Secondary Schools and the achievement of Organizational objective?

HO₁: The staff training/development in private schools has no relationship with the achievement of organizations’ objectives.

Objective Of The Study

1. To examine the relationship between staff training/development in private Secondary schools and the attainment of the organizational objective.

II. REVIEW OF RELEVANT LITERATURE

Rosemond and Emestica (2011) said that Lundy and cowling (2004) observed that there is no all-embracing concept that brings together the processes of education, learning, training and development. However, it must be clear that they are inextricably linked. They share many common principles, e.g., learning theories, assessment and evaluation, and design of program, and so there is the need for synthesis. Lundy et al (2004) further reiterate that each individual matures over a lifetime and that development is the process, which can enable employees to reach a personal full potential. Development is therefore, for the most part, long term in focus. Education contributes to each individual’s development by facilitating the attainment of mental powers, character and socialization, as well as specific knowledge and skills. Huselid (1995) also notes that providing formal and informal training experiences, such as basic skills training, on-the-job experience, coaching, mentoring and management development can further influence employees’ development and hence, their performance. Training, when well done, will reflect in productivity, that is, productivity will increase, there will be reduction in accidents on the job and in the end profits of the organization would be maximized; the ultimate goal of every employer. Dessler (2003) also sums up how training and development influences corporate performance by arguing that developing human capital through continuing training may increase the productive output from each employee either through improvement in skill level or through improvement in morale and job satisfaction

According to Armstrong (2006) said that training “is the use of systematic and planned instruction activities to promote learning” It involves the use of formal processes to impart knowledge and help people acquire the skills necessary for



them to perform their jobs satisfactorily. The focus of training is on practical skills and is concerned with applying and implementing techniques and processes. Therefore, training is investing in people to enable them to perform well and empower them to make the best use of their natural abilities. The objectives of training, as identified by Armstrong are to develop the skills and competences of employees to improve their performance; to help people grow within the organization in order for the organization to meet its future human resource needs; to reduce the learning time for employees on appointment, transfer or promotion, and ensure that they become fully competent.

Nakpodia,(2010) in Rosemond (2011) said that in order to achieve the goals and objectives of educational systems, particularly in post-Primary Education Board, there is need for staff professional development. Nakpodia (2010) in Peretomode (2001) explains that employees may become obsolete and rustic if they do not update themselves with new work, methods, skills and knowledge about their work, organization and environment. The entire organization may also become rustic and obsolete if it lacks a systematic means of continually developing and reviewing organization capabilities. Training is as dynamic as the environment itself. This truth has an implication for the staff in service, the need to develop on the job and keep abreast with the continual changes in the job which may be conditioned by changes in the environment in terms of scientific, technological and socio-cultural and economic advancement. The deficiency in the training program of most human resources needs to be remedied through a system of staff training. (Whawo, 2003).

Peretomode (2001) highlighted the determinants of training as acquiring more conceptual knowledge, skills and competencies both in teaching areas and non-teaching areas, obtain a high academic or professional qualifications in school / organization hierarchy, to meet up with the new changes in the educational system, the new methods, techniques and technological developments, to keep the staff in the system, procure job security. The government comes with different policies at different times. Those who improved themselves on the job have greater chances on the job, and also the presence of aging staff and explosion of knowledge has been noted that with age, human beings suffer from diminished validity, creativity and flexibility, staff can be assisted to remain or once again become vibrant, vital, productive and pertinent through staff renewal activity, the declining rate of mobility and high tenure density coupled with less hiring new blood, the increasing heterogeneity of staff in the system.

Whawo (2003) explains that irrespective of the method of training that staff engaged in, the importance is to improve their teaching skills and use of teaching aids, evolve modern methods of evaluating students and above all, make them have a deeper knowledge of their teaching subjects. Equally important is the team work among staff, development of

self-confidence in school leadership and effective classroom control. Also, that the training activities equip the trainees to contribute more meaningfully to the realization of educational objectives in the school and in the understanding of how the socio-economic and cultural values of the society influence school work.

Okoye (1998) in her study endorsed the concept of in-service training for administrative staff of all levels. She stressed that there is need to upgrade quality of leadership, school system and institutions offering education in order to achieve effective programmes of selecting and preparation. However,

Nakpodia 2010 cited in University of East Anglia (2000), under the university policy for staff development and training, holds that an organization / institution committed to the support of staff development and training which is geared towards development of knowledge, skills and awareness of staff will improve the effectiveness and efficiency of individual. The efficient functioning of the organization / institutions depends on its Support for the provision of staff development and provision for academic relatedness.

Nevertheless, (Nakpodia 2010) in the Southern Education and Library Board on Staff Training and Development (2001) said that it values its employees and as a result encourages life-long learning so that individuals can develop their potentials and enrich their lives. Also, that in an environment of constant change and increasing demands, staff training and development plays a crucial role in equipping staff with the necessary skills, knowledge and abilities which they need to deliver high quality services in their areas. Furthermore, the National Institute on Educational Governance, Finance, Policy Making and Management of the Office of educational research and Improvement (OERI) in their 2-day forum on educational leadership in Washington DC in 1998 arrived at the following conclusions:that the staff should have management skills and that many aspects of our educational system are almost toxic to teaching and learning as a result staff should be under continuous training. The training programs for serving staff may take the form of part-time, full-time, sandwich and weekend programs and available in various

An organization is the coming together of two or more persons for the purpose of achieving stated objectives. Business organizations have motive of getting return on their investment. Private Secondary Schools are business organizations that have the objectives discussed above, but in addition to these objectives, Ibukun and Aboluwodi (2010) cited in 1997, 1981 and 2004 edition of Nigeria's Education policy that the main aim and objectives of education in Nigeria are as follows:

1. The inculcation of national consciousness and national unity.



2. The inculcation of the right type of value and attitude of the individual survival and the Nigeria society.
3. The training of mind in the understanding of the world around.
4. The acquisition of appropriate skills, abilities and competence both mental, physical as equipment for the individual to live and contribute to the development of society.

The objectives of secondary school are also clearly identified according to national policy in Ibukun and Aboluwodi (2010) to be these:

1. Preparation for useful living within the society.
2. Preparation for higher education.

III. METHODOLOGY

The study was carried out in Akure metropolis, the city is chosen because of huge number of private secondary schools in the metropolis. The population for the study is the 60 private secondary schools in Akure metropolis of Ondo state. The sample size for this study was 52 Private Secondary Schools spread across Akure south Local Government Area of Ondo state. The sample size was selected based on the statistical formula postulated by Yamane (1967). The 52 Private Secondary Schools were randomly selected and one copy of the questionnaire was purposefully administered to the principals and one copy was accidentally administered to a parent in the sampled schools.

$$n = \frac{N}{1 + N(e)^2}$$

n = The sample size.

N = Population (60)

e = Desired margin of error (5%)

$$n = \frac{60}{1 + 60(0.05)^2}$$

n = 52. Private

Secondary Schools

The research instrument used was questionnaire. It is comprised of 3 sections, sections A, B and C. Section A is the demographic variables, section B contains 7 items and 3 items in section C. Items on Section B and C were constructed to guide the study. They were to take care of the question raised and the hypothesis formulated in the study. The responses to the items in the questionnaire were structured on a five-level Likert point rating scale. The alternatives ranges from strongly agree to disagree.

The questionnaire was distributed by the researcher i.e., one copy of the questionnaire was given to the principal and one copy was accidentally administered to a parent in the

sampled private secondary schools in Akure South Local Government Area, Ondo State (two copies of questionnaire were in each of the schools). The researcher and research assistants administered the copies of questionnaire to the respondents and retrieved them for a period of two weeks. They were with the respondents at the point of filling the questionnaire to explain some of the questions they did not understand.

The study made use of descriptive statistics which include; percentages, frequency distribution, mean and standard deviation extensive tables for the presentation of data. Inferential statistics that were used include; Pearson Product Moment Correlation Coefficient was used to examine the research questions that were raised in the cause of the study. The four hypotheses were tested with the aid of t-test. The p-value was compared with the significant level of 0.05 amounting to 95% confidence interval. Null hypothesis was rejected when the p-value was less than critical value (probability value) of 5% in use. The rejection of null hypothesis was the acceptance of the alternative.

IV. RESULTS AND DISCUSSION

The Table (Table 1.1) shows the sex distribution of the respondents. The table indicates the female gender form the largest percentage (63.8%) of the respondents. In other words, of the 94 respondents, 60 were female and the remaining 34 (36.2%) were male.

Table 1.2 reveals the data on the level of education of the respondents. From this table, one of the respondents (1.1 %) has O. level, 43 respondents (45.7%) have the National Certificate in Education (NCE), 47 respondents (50%) have the Bachelor of Education, 3 respondents (3.2%) have post graduate degrees. With the highest percentages of the respondents possessing educational qualification i.e. 45% NCE and 50% bachelor of education, it is concluded that the copies of the questionnaire were administered to professional teachers; hence the data collected are reliable.

The working experience of the sampled respondents,

Table 1.3 indicates 79 respondents (84%) have the majority of between one to five years working experience while 11 respondents (11%) have between six to ten years of experience. Only one respondent has between eleven and fifteen years working experience. Three respondents (3.2%) have the highest working experience, that is, between sixteen to twenty years. With 84% of the respondents having between 1 and 5 years of experience we then conclude that the rate of labour turnover in private secondary schools of Ondo state is high due to inadequate management of human resource.



Table 1.1: Distribution of the Respondents According to Sex

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | MALE | 34 | 36.2 | 36.2 | 36.2 |
| | FEMAL E | 60 | 63.8 | 63.8 | 100.0 |
| | Total | 94 | 100.0 | 100.0 | |

Source: Field Survey, 2019

Table 1.2: Distribution of the Respondents According Educational Profile

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| O LEVEL | 1 | 1.1 | 1.1 | 1.1 |
| NCE | 43 | 45.7 | 45.7 | 46.8 |
| B.EDU | 47 | 50.0 | 50.0 | 96.8 |
| POSTGRADUAT E | 3 | 3.2 | 3.2 | 100.0 |
| Total | 94 | 100.0 | 100.0 | |

Source: Field Survey, 2019.

Table 1.3: Distribution of the Respondents According Working Experience.

| YEARS | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| 1-5 | 79 | 84.0 | 84.0 | 84.0 |
| 6-10 | 11 | 11.7 | 11.7 | 95.7 |
| 11-15 | 1 | 1.1 | 1.1 | 96.8 |
| 16-20 | 3 | 3.2 | 3.2 | 100.0 |
| Total | 94 | 100.0 | 100.0 | |

Source: Field Survey, 2019.

V. ITEM BY ITEM ANALYSIS

Newly employed staff are given orientation to reduce difficulty and frustration associated with new Job

Table 1.4 shows that 36.2% of the respondents strongly agree that orientation are given to the newly employed staff of private secondary schools Akure south local government area of ondo state, Nigeria. 45.7% agree, 3.2% are undecided 12.8% strongly disagree and 2.1% disagree. This implies that majority of the respondents concluded that new teachers are given orientation to reduce frustration associated with new jobs.

There is on job training i.e learning the job by doing it under the guidance of experienced teachers in the private schools

Table 1.4 shows that 27.4% of the respondents strongly agree, 39.4% agree, 10.6% are undecided, 14.9% strongly disagree whereas 6.4% disagree that there is on job training for teachers in private secondary schools in Akure south local government of Ondo state. With these result, we say that there is on job training for teachers in private secondary schools of Ondo state Nigeria.

Teachers in Private secondary schools are allowed to attend Seminars and workshop outside the school to update their knowledge

Table 1.4 shows that 33.0% of the respondents strongly agree, 36.2% agree, 7.4% are undecided, 11.7 strongly disagree and 11.7 disagree that teachers in Private Secondary schools of Akure south local Government area of ondo state are given the opportunity by their employers to attend seminars that would enable them to upgrade their knowledge for better service delivery. Here, a reasonable conclusion was reached by the majority of the respondents that the employers allow the teachers to attend Seminars outside the school.

Teachers who have been serving private schools for a good number of years are given training on school management

Table 1.4 shows that 22.3% of the respondents strongly agree teachers who have served private Secondary schools Akure south local government area of ondo state, Nigeria for longer years are given training on school management. 29.8% agree, 12.8% are undecided 23.4% strongly disagree and 11.7% disagree. This implies that majority of the respondents concluded that long serving



teachers are given leadership training for self-actualization. This is in compliance with the fifth need in Maslow (1943) in five hierarchy of need.

Study leave are given to teachers in private school

In Table 1.4 9.6% of the respondents strongly agree, 18.1% agree, 7.4% are undecided, 30.9% strongly disagree and 34.0% disagree that teachers in private secondary schools in Akure south local government of Ondo state are given study leave. Majority of the respondents is either disagreeing or strongly disagreeing. This implies that teachers are not given study leave.

Educational consultants are often engaged by the school management to give training that would update the knowledge of teachers.

Table 1.4 shows that 37.2% of the respondents strongly agree, 36.2% agree, 7.4% are undecided, 10.6% strongly

disagree and 8.5% disagree that educational consultants were engaged to give teachers of private secondary schools in Akure south local government of ondo state, Nigeria training so that they will not be rustic and obsolete. With these, we conclude that the schools owners are not committing financial resources to the training of their employee for optimum performance for the realization of Schools' objectives

Computer training programmes are in place to update the ICT knowledge of teachers in private

Table 1.4 shows that 21.3% of the respondents strongly agree that computer training programmes are in place to update the ICT knowledge of teachers in private secondary of Akure south Local Government of Ondo state, 25.5% agree, 8.2% are undecided, 23.4% strongly disagree. With these findings, a conclusion cannot be reached on whether teachers are given ICT training or not.

Table 1.4: Summary of findings on Staff training

| Item | Staff Training | Strongly agree | Agree | Undecided | Strongly disagree | Disagree |
|------|---|----------------|--------------|-------------|-------------------|--------------|
| 1 | Newly employed staff are given orientation to reduce difficulty and frustration associated with new Job | 36.2% | 45.7% | 3.2% | 12.8% | 2.1% |
| 2 | | | | | | |
| 3 | There is on job training i.e learning the job by doing it under the guidance of experienced teachers in the private schools | 27.7% | 39.4% | 10.6% | 14.9% | 6.4% |
| 4 | | | | | | |
| 5 | Teachers in Private schools are allowed to attend Seminars and workshop outside the school to update their knowledge | 33.0% | 36.2% | 7.4% | 11.7% | 11.7% |
| 6 | | | | | | |
| 7 | Teachers who have been serving private schools for a good number of years are given training on school management | 22.3% | 29.8% | 12.8% | 23.4% | 11.7% |
| | Study leave are given to teachers in private school | 9.6% | 18.1% | 7.4% | 30.9% | 34.0% |
| | Educational consultants are often engaged by the school management to give training that would update the knowledge of teachers | 37.2% | 36.2% | 7.4% | 10.6% | 8.5% |
| | Computer training programmes are in place to update the ICT knowledge of teachers in private | 21.3% | 25.5% | 8.5% | 23.4% | 21.3% |
| | Aggregate percentage | 26.8% | 33.0% | 8.2% | 18.3% | 13.7% |



Source: Field survey Data 2019

Three measurement items in the questionnaire; Q23 to Q25 were used to collect data on Organization Objectives in Table 2.2. Included in it are responses based on each of the items on the questionnaire, indicating the associated responses and the percentages on the categories of strongly

agree, agree, undecided and disagree, strongly disagree. In aggregate percentages 12.3% falls into strongly agree, 29.8 agree, 23.3% are undecided and a bulk of the respondent i.e.36.7% and 10.6% are either strongly disagree and disagree respectively.

Table 1.5: Result of Findings on Organizational Objectives

| S/N | Variables | Strongly agree | Agree | Undecided | Strongly disagree | Disagree |
|----------------------|---|----------------|-------|-----------|-------------------|----------|
| 1 | The remark of parents to the services provided by the school is satisfactory | 6.4% | 33.0% | 30.9% | 20.2% | 9.6% |
| 2 | The performances of pupils in private schools is good in internal and external examinations | 12.8% | 27.7% | 25.5% | 23.4% | 10.6% |
| 3 | The moral and social upbringing of pupils in private schools is above average | 17.0% | 28.7% | 13.8% | 28.7% | 11.7% |
| Aggregate Percentage | | 12.0% | 29.8% | 23.3% | 36.7% | 10.6% |

Source: field survey 2019.

Hypotheses Testing

In order to meet the objective of the study, the Pearson Correlation coefficient was used to test hypothesis 1. Table 3.1 shows the Pearson correlation coefficient for the relationship between staff training and organizational objective. A correlation coefficient of -.025 indicates a weak negative relationship between Staff training and Organization Objectives.

From the table 3.2 considering the paired sample T-test on the staff training and organizational objective, the p-value of

.005 implies a significant relationship. The decision is taken because the p-value is less than .05 percent significant level, this is in line with the decision rule which says; reject Null hypothesis (Ho) if the t-value is less than the level of significance of 0.05. In other-words, the relationship between staff training and organizational objective is significant. That is, we reject the null hypothesis and accept the alternativ

Table 1.6 :Relationship between Staff Training/Development and Objective Achievement

| Correlations | | ORGNOBJEC | |
|--------------|---------------------|-----------|-------|
| STTRAIN | Pearson Correlation | 1 | -.025 |
| | Sig. (2-tailed) | | .814 |
| | N | 94 | 94 |
| ORGNOBJEC | Pearson Correlation | -.025 | 1 |
| | Sig. (2-tailed) | .814 | |
| | N | 94 | 94 |

Source: Field Study, 2019

Table 1.7 Paired sample Test showing the significance of Relationship between Staff training/Development and objectives.

| | Paired differences | | | | | T | Df | Sig. (2-tailed) |
|--|--------------------|----------------|----------------|--------------------|--------------------|-------|----|-----------------|
| | Mean | Std. Deviation | Std error mean | 95% interval Lower | 95% interval Upper | | | |
| Staff training- Organisation Objectives | .32675 | 1.10329 | .11380 | .10077 | .55272 | 2.871 | 93 | .005 |

Source: Field Study, 2019

VI. DISCUSSION OF FINDINGS

It was found in this study that with p-value of 0.005 less than the significant level of 0.05 the relationship between the Staff training and organizational objective is significant. It reveals that for any School to achieve the objectives of; Customer satisfaction, Students passing external and internal examinations; raising up student that are morally and socially sound; training programmes must be put in place by the school management for their teachers can be up to date in the scheme 20 century teaching.

VII. REFERENCES

- [1]. Armstrong, M. and Baron A. (2002) Strategic HRM: the Key to improved business performance, CIPD London 6th Edition 234, (pp 275-288)
- [2]. Baron N. and Kreps M. [1999]. Strategic Human Resource: Frameworks for General Managers. DOI.org/10.1007/bf0339627
- [3]. Becker B. and Gerhart B. (1996) the impact of human resource management on organizational performance: Progress and prospects, Academy of Management Journal, 39 (pp779-802)
- [4]. Becker B. and Huselid M. (2006) Strategic human resource management: where do we go from here? DOI 10.1177/0149206306293668 Journal of Management, 32(4) (pp 898-925)
- [5]. Brown, R.(2004) Design Jobs that motivate and develop people. Retrieved from <http://www.media-associates.co.nz/fjobdesign.html>
- [6]. Israelit S. and Cross, I. (2000): Strategic learning in a knowledge economy doi.org/104324/9780080517889
- [7]. Dessler, G. (2003) Human Resource Management 9th edition, Prentice Hall ISBN:0130664928,9780130664921
- [8]. Huslid, M. (1995) 'The impact of HRM practices on turnover, productivity and corporate financial performance', Academy of Management Journal, dx.doi.org/10.2307/256741 (pp 635-672)
- [9]. Ibukun W. and Aboluwodi A. (2010) . Nigeria's National Policy on Education and the University Curriculum in History: Implication for Nation Building Journal of Education and Practice. 1(2) (pp 67-88)
- [10]. Kesler G. (1995). A model and process for redesigning the HRM role, competencies and work in a major multi-national corporation. Doi.org/10.1002/hrm.3930340202
- [11]. Nakpodia E. (2010) Human Resource Management in School Administration in Delta State Nigeria doi.org/10.1080/09718923.2010.11892827
- [12]. Okoye N. (1998). Factors Affecting Teaching and Learning: The Staff' Subject Matters and Environment Dimension. In: UghamaduKA, Okoye NS Principles, Methods and Strategies for Effective Teaching, Agbor: KMENSUO Educational Publishers, (pp 18)
- [13]. Rosemond B. and Emetrica, L.A (2011) The Effect of Human Resource Management Practices on Corporate Performance: A Study of Graphic Communications Group Limited International Business Research (4)1 (pp165-168)
- [14]. Rukevwe J. (2015) Achieving Organisational Objectives through Human Resource Management Practices European Journal of Business and Management (13) 2 (pp 56-67)
- [15]. Yamane Y. (1967) Statistic and Introductory analysis(2nded.) New York Harper and Row. (pp127)